

CAI HW 82 -7002



# In Sport

A Coach's Handbook

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## Coach's Fair Play Handbook

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s a coach, you have many roles to play and numerous tasks to perform. None is more important than the tremendous responsibility of developing your athlete's sense of fair play.

It is important for you, as a coach, to take the time to consider your coaching philosophy and to determine how your actions and behavior can affect your athletes.

"As a coach, you've got to help those young people become all they were created to be. Your job is to produce good athletes, but more importantly, good people."

> Jack Donohue Retired Coach Canadian Men's Basketball Team

## What is Fair Play?

ntegrity, fairness and respect — these are the principles of fair play. With them, the spirit of competition thrives, fuelled by honest rivalry, courteous relations and graceful acceptance of the results.

A fair play coach believes and teaches that sport is an ethical pursuit, one which builds character and shapes attitudes.

As a coach, your fair play aims should be to:

- help your athletes develop a positive self image;
- promote respect for the rules, officials and their decisions, and opponents;
- encourage a constructive attitude toward competition;
- develop a sense of dignity under all circumstances;
- provide an equal opportunity for all to learn skills; and
- encourage these individuals to continue their participation in sport.

YOU are one of the most influential people in a child's life. Your job is not only to teach how to hit a ball or block a spike, but also to teach how to win and lose graciously. You must also remind them that sport is meant to be fun. The athletic skills these young people learn from you may only be used for a few years. The attitudes they develop toward themselves and others will last a lifetime.

## A Different Perspective on Winning and Losing

Three years ago, Jarrod Barakett hung up his skates for good. Humiliated by a coach obsessed with winning, Jarrod decided he'd had enough.

He was eight years old.

No matter what sport they play, everybody likes to win. The pursuit of personal excellence is a commendable goal, but it cannot be measured solely by winning a trophy or finishing first. Too much emphasis on winning may lead to many of today's problems in sport.

When winning is the only thing that matters, some people feel the end justifies whatever means are used to get there. That leads to cheating, breaking the rules, use of performance-enhancing drugs, violence and intense pressure on athletes.

The value of sport goes beyond whether a team or individual wins or loses, scores or doesn't, defeats or is defeated. The coach must appreciate and teach the value of personal accomplishments and self-worth.

That feeling of achievement comes in part from winning, but also from having tried hard, taken part, learned new skills and overcome obstacles. Many athletes become frustrated by the constant pressure to win and drop out because they feel inadequate or inferior.

Many of the greatest athletes and teams win less than half of the time. Tim Raines, of the Montreal Expos, won the National League's batting title in 1986 with a .334 average. He was only hitting the ball effectively 33 per cent of the time!

When competition is kept in perspective, everyone can achieve excellence. It is a matter of attitude and intention rather than where you are in the standings.

"The medals should never be the ultimate goal because in the end, the only thing you take away from sport that is of any real value is yourself."

Andy Higgins President Canadian Association of National Coaches



## **Food for Thought**

Sometimes the line between ethical and unethical conduct is fine indeed. The scenarios below are designed to get you thinking about decisions you may have to make. Ask yourself what effect each choice might have on your players. Discuss the scenarios with them. Exposing young people to the moral dilemmas sometimes encountered in sport will help establish a more acceptable code of ethics for sports participation and for life.

#### Case 1

Basketball teams are frequently coached to set up plays that cause opponents to foul, particularly when the fifth (disqualifying) foul is next.

- a) Players should use such action and coaches who direct their players in such a way are clever.
- b) The players should tell their coach they don't approve of such plays, but use them if the coach insists
- c) Players should refuse to play for coaches who insist they use such tactics.
- d) Officials, coaches and players could agree not to use such tactics.

#### Case 2

During a tennis game played without an umpire, you smash a shot deep into your opponent's back corner. You clearly see the ball land just inside the court line, but your opponent calls it out-of-bounds.



- a) You dispute the call and, knowing you are right, insist that your opponent change it.
- b) You refuse to accept your opponent's offer to replay the point.
- c) You accept the call without comment or argument.
- d) You consult the spectators to see what they think the call should be.

When a visiting-team base runner takes long leads off first base, your pitcher makes a throw to first that causes the runner to dive headfirst back to the bag. The first baseman catches the ball, but she and the right fielder sprint down the right field line in what appears to be an effort to retrieve a wild throw. The base runner looks up, sees the frantic activity and heads for second base where she is thrown out.

- a) No baseball rules have been broken, the tactic is excellent and the coach's strategy is commendable.
- b) The fault lies in the ineptitude of the base runner and the first base coach although the strategy is somewhat questionable.
- c) You suggest to the umpire that the tactic was unsportsman-like and that the runner should be allowed to return to first base.
- d) The league should rule a game forfeiture to the visiting team and adopt a rule change to prohibit such behavior.

With a minute to play in the provincial football semifinals and the game decided in the home team's favor, their star receiver pulls down a spectacular catch at the sidelines. The referee calls it incomplete, saying the player was out of bounds. The player throws a temper tantrum, swears at the referee and is ejected from the game.

After the game, the coach announces the player has been suspended for the champion-ship game.

- a) Unless previously agreed upon as a training regulation, such discipline is unwarranted.
- b) This behavior should not be punishable by prohibition of future playing time, but by other measures.
- c) A team vote should decide the fate of the player.
- d) The coach's action is justified.

Participation on the school volleyball team is dependent on maintaining a C grade average. The day of the league championship, one of the starting six is given a note from a teacher. It is addressed to the coach and points out that this player has dropped to a D.

- a) The coach receives the note, but instructs the player to say she left it on the coach's desk (where it wouldn't be found until the next day) and to report for the game.
- b) The coach asks the teacher to redate the note to the following day, saying the rest of the team should not be penalized by losing a top player for the championship game.
- c) A team meeting is called, the issue is discussed and a team decision is made.
- d) The coach removes the player from the roster.



## **The Fair Play Answers**

#### Case 1

The Commission for Fair Play would choose d. Although the fifth foul rule is part of the game, a premeditated attempt to lure or draw the foul contravenes the spirit of sportsmanship. It is the responsibility of all partners in the contest to follow the rules and to respect the unwritten intention behind them, too.

#### Case 2

The most appropriate reaction would be c. The rules of the Canadian Tennis Association demand that, in games without an umpire to settle such disputes, fair play and respect for your opponent take precedence over any other form of response, no matter how well-founded that response may seem. If your opponent continues to make incorrect calls in order to gain an advantage, refuse to continue the match until an umpire is available.

#### Case 3

At many levels, a "fake" such as in this scenario has become an accepted tactic in baseball. When teaching younger athletes, however, the development of a sense of fairness and honesty is far more important than tagging the runner out, or even than winning the game. For that reason, the best fair play choice is c.

All coaches should establish standards of behavior for their team that are regularly enforced. The principles of fair play, as well as good team discipline, require respect for officials and their decisions and proper, controlled behavior, even in tense or exciting moments. A player who is not in control of his or her temper and does not respect the officials, has no place on the playing surface. The coach's action was justified.

#### Case 5

This case does not concern an actual sport decision. It stresses the importance of the coach as a role model for the players they lead. Any action other than d would be teaching the athlete(s) that it is all right to bend the rules or be dishonest if there is an advantage to be gained.

"Coaches are leaders, innovators and trend setters. Simply stated, theirs is the job of ensuring athletes are provided with opportunities to be the best they can be — not just in their athletic endeavors, but in their daily lives, too."

Dr. Geoff Gowan President Coaching Association of Canada Copy this form and fill in for each participant. Ke meet or practice.

Person to be contacted in case of emergency:

Name:

## Participant Inf

Phone numbe

Alternative contact:			
	Phone numbe		
Family doctor:	Phone numbe		
Hospital insurance number	:		
Name on Insurance Registration Card:			
Relevant medical history	Medications:		
	Previous injur		
Does the participant carry administer his or her own			
Other conditions (braces, o	contact lenses, etc.):		

Note: Medical information is confidential. Keep cards should not be available to other than aut

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## **Coach's Fair Play Checklist**

re you teaching your athletes the valued life skills of integrity, honesty and respect? These qualities will help them become better people regardless of whether they become winning athletes.

See how you measure up by using this Fair Play checklist.

Yes No	
	Have you discussed with your players or their parents the number and length of practices? Remember that your players have other interests and commitments. Be reasonable in your demands on their time, energy and enthusiasm.
	Have you and the participants in your sport discussed what each of you want from the experience? Studies have shown that most children play for fun and would rather play for a losing team than sit on the bench of a winning one.
	Are you aware of the effects of criticism and ridicule on your players?  Overly harsh criticism of a player, especially a young one, can seriously damage their self-image (confidence) and even turn them away from sport. Never yell and always offer a constructive solution to the problem.

Yes No	Do you make an effort to learn new skills and improve yourself as a coach? Courses offered through the National Coaching Certification Program can keep you informed about
	sound coaching principles, sport safety and rates of growth and development for children.
	Do you allow all participants equal time to learn skills? When you play the more talented ones most often, the rest never get the chance to become better. You might have a late bloomer on the bench who will surprise you.
	Do you teach your players to obey the rules of the game? Rules are mutual agreements which no one should be allowed to bend or break. They provide the framework essential to fair competition.
	Do you teach your players to treat other participants with respect? Referees and other officials are trained to know and interpret the rules. Opponents provide the most important factor of a game, the competition.
	Have you established guidelines for behavior and made your team aware of them? Participants should know the penalties for breaking the rules, arguing with the referee or otherwise behaving in a non-sporting manner.

yes No	
	Do you recognize and reward achievements other than the scoring or earning of points? Sportsman-like behavior, teamwork and improved performance are also very important contributions.
	Do you practise what you preach?  Setting an example is the best way to shape behavior.

SCORE one point for each "Yes" answer.

- 9 to 10 Congratulations! The athletes you coach will probably come away from sport with skills of teamwork, cooperation and fair play that they will apply in other areas of their lives.
- 6 to 8 You're trying, but could gain valuable techniques and information from a National Coaching Certification course.
- 5 or less You need to appreciate more fully the importance of your job as "Coach". As an influential role model, you should be more concerned with providing a positive sport experience than with win/loss records.







## **Player**

I Agree to ...

- Always play by the rules.
- Never argue with an official. When a call is disputed, I will let the coach or team captain handle it.
- Remember that I am playing because I enjoy the sport. Winning is fun, but so are many other things about the game.
- Work at achieving my personal best and not get discouraged if it is not the best. There will always be better and lesser players than me.
- Show appreciation for good players and good plays, even by opponents.
- Control my temper and not be a showoff.
- Play fairly, at all times. Cheaters cannot be proud of their accomplishments.

Signature	
Date	

## Good Sports Make Good Sport

#### Coach

I Agree To ...

- Remind my players that a medal or trophy is not the only measure of success.
- Encourage my players, and offer only constructive criticism.
- Instruct my players to follow both the letter and the spirit of the rules.
- ◆ Teach my players that officials are an important part of the game. They and their decisions should be respected at all times.
- Encourage sportsman-like behavior.
- Give every participant a chance to play and learn skills.
- Remember that my actions speak louder than my words.

 Signature	
Date	

## Serious or Emergency Conditions

(Charts adapted from NCCP Level One: Theory manual and "Exercise Caution" booklet from Ontario's Ministry of Tourism and Recreation)

#### **SERIOUS CONDITION**

	Symptoms	What to Do
Head Injuries	<ul> <li>Dizziness</li> <li>Headache</li> <li>Momentary confusion</li> <li>Ringing in the ears</li> <li>Nausea</li> </ul>	<ul> <li>If any one of these symptoms is present, remove the participant from activity, and monitor signs every few minutes.</li> <li>Watch for progressive increase in symptoms.</li> <li>If symptoms get worse or any two symptoms occur in combination, remove the participant from activity, and get medical referral immediately.</li> </ul>
Neck and Back Injuries	<ul> <li>Temporary loss of sensation in neck, arms, or legs</li> <li>Temporary numbness or tingling ("pins and needles")</li> </ul>	<ul> <li>Never move or roll the participant or try to remove any equipment.</li> <li>Leave the participant lying as found provided he or she has no trouble breathing.</li> <li>Even if sensation does return, refer the participant to medical attention.</li> </ul>
Severe Bleeding	Excessive bleeding and blood loss	<ul> <li>Apply direct pressure over a clean pad directly on the wound. Keep the pressure firm until the bleeding stops. Elevate the injured part if the participant can move the affected area.</li> <li>Refer the participant for further medical attention.</li> </ul>
Fractures	<ul> <li>Closed Fracture</li> <li>Disruption of the continuity of the bone</li> <li>Localized pain over the bone area</li> <li>Obvious deformity</li> <li>Swelling</li> <li>Loss of function</li> </ul>	<ul> <li>Apply the cardinal rule.</li> <li>Place in the most comfortable position.</li> <li>Do not try to straighten or splint.</li> <li>Apply an ice pack.</li> <li>Do not permit any weight bearing.</li> <li>Refer for medical attention.</li> </ul>

#### **Cardinal Rule:**

If the participant cannot initiate a movement voluntarily, do not move the body part for him or her.

#### **EMERGENCY CONDITION**

	EWERGENCY	COMPITION
	Symptoms	What to Do
Head Injuries	<ul> <li>Temporary unconsciousness</li> <li>Temporary amnesia</li> <li>Bleeding or fluid leaking from ears or nose</li> <li>Unco-ordinated movement and confusion</li> </ul>	<ul> <li>Send someone to call for or find medical help.</li> <li>Refer to player's information card for existing medical considerations.</li> <li>If the participant is unconscious, treat the injury as a serious neck or back injury (see below).</li> <li>DO NOT TRY TO MOVE AN UNCONSCIOUS PARTICIPANT.</li> </ul>
Neck and Back Injuries	<ul> <li>Sensation in the neck, arms, or legs does not return.</li> <li>Numbness or tingling ("pins and needles") in extremities continues.</li> <li>The participant is unable to move his or her neck, arms, or legs.</li> </ul>	<ul> <li>Send someone to call for or find medical help.</li> <li>NEVER MOVE OR ROLL THE PARTICIPANT OR TRY TO REMOVE ANY EQUIPMENT.</li> <li>Leave the participant lying as found provided he or she has no trouble breathing.</li> <li>Comfort the participant and keep him or her warm.</li> </ul>
Severe Bleeding	<ul> <li>Bleeding that persists and cannot be controlled</li> <li>Blood pulsating from a cut</li> <li>Loss of skin color in face</li> <li>Dizziness, nausea</li> </ul>	<ul> <li>Send someone to call for medical help.</li> <li>Immediate treatment is the same as the treatment for serious bleeding.</li> </ul>
Fractures	Open Fracture  • Disruption of the bone, with bone sticking through the skin surface  • Gross deformity  • Loss of function  • Bleeding  • Pain	<ul> <li>Send someone to call for medical help.</li> <li>Control bleeding.</li> <li>Apply the cardinal rule.</li> <li>Apply direct pressure.</li> <li>Ensure that the area is in the most comfortable position.</li> <li>Keep the area clean.</li> <li>Do not try to move or apply traction or splint.</li> </ul>

## **Telephone List**

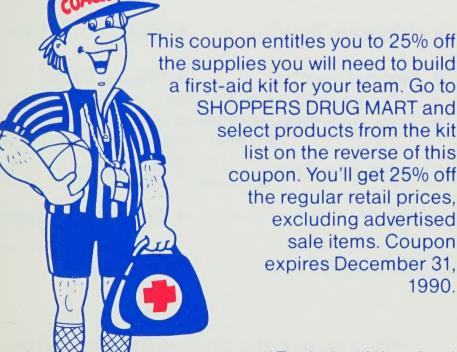
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